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ABSTRACT

Presented is a state-by-state summary of programs and activities for young handicapped children obtained through a 1973 survey of 37 state directors of special education. Each summary includes a brief description of legislation and current programs, plans, and needs. Summarized are general problems common to all states such as a lack of specific objectives to define the services needed by handicapped children and a lack of comprehensive legislation. Also pointed out are common features of legislation, such as the dependence of mandatory programs on funding and commonly perceived legislative needs such as for coordination of services provided within a state. (LS)

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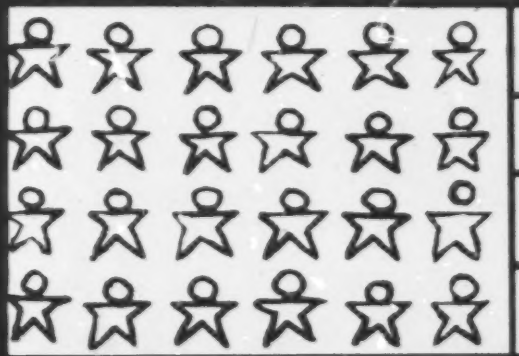

PLANNING AND PROGRAMMING FOR HANDICAPPED YOUNG CHILDREN

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by Andrew E. Hayes and Norman E. Ellis

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The Technical Assistance Development System (TADS) was established at the University of North Carolina at Chapel Hill by the U.S. Office of Education serve a supportive function for the federally funded Handicapped Children's Early Education Program (First Chance Network) composed of approximately 100 demonstration centers for early education of handicapped children. The role of TADS in this system is to provide assistance in whatever phase of their program the centers request help. Some of the services include identifying and providing consultants, holding small group workshops, collecting and dispensing data about the network, and conferring with individual centers and staffs. Most often, services are offerred to First Chance projects in the areas of program planning and evaluation, intervention programs, community program development, and media and information.

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PLANNING AND PROGRAMMING FOR

HANDICAPPED YOUNG CHILDREN

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Programs for young handicapped children are on the increase all across the United States today, reflecting the growing conviction that early assistance is vital to the child with special problems. One effort that reflects this trend is the Handicapped Children's Early Education Program, which was established by Congress in 1969. This program has set up model demonstration centers across the nation in order to stimulate new services for young handicapped children.

If we are to serve all of this nation's preschool handicapped children, however, it will be through the efforts of the individual states. It is therefore timely to survey the status of states in their programming and planning efforts in meeting this challenge. The series of activities that are culminated in this report would not have been possible without the willing cooperation of the personnel in the various states concerned with the welfare of young children with problems. This survey was undertaken with the cooperation and coordination by the National Association of State Directors of Special Education. We would especially like to acknowledge the contribution of Andy Anderson, the Executive Director of that organization.

We believe that this report will give you an understanding of the status of each of the states in regard to programming and planning efforts, and will enable you to compare your state with others.

David L. Lillie
Director, TADS
May 1974

INTRODUCTION

During the Fiscal Year 1973, the Bureau of Education for the Handicapped (BEH), the National Association for State Directors of Special Education (NASDSE), and the Technical Assistance Development System (TADS) -- a BEH-funded project located in the Frank Porter Graham Child Development Center, the University of North Carolina -- shared a common goal of providing stimulation and assistance to State Special Education Agencies in the areas of planning and implementation of programs for the education of young, handicapped children. The first step toward accomplishing this goal was to establish communication between the agencies and groups about the current status of planning and programming for young, handicapped children.

Two major activities were initiated by BEH and TADS to achieve the necessary communication. First, five regional conferences for Directors of Special Education or their representatives were held during May 1973. Topics of discussion during those meetings included: planning at the state level in early education for the handicapped, existing legislation and legislative needs, statewide needs assessment activities, and the status of program development in the states. Second, TADS collected data about programs and activities for young, handicapped children in the respective states in order to compile a report which would be distributed to each state and territory.

TADS began this data collection at the regional conferences by asking participants to outline the existing and needed legislation in their respective states, needs assessment practices, program activities, and "next steps" or plans in each of these areas. States which did not send representatives to the conferences were contacted by mail and asked to provide data.

Data collected from each state were then organized and placed into forms according to an established format, with information presented in three major categories: Legislation and Current Programs, Plans, and Needs. These forms were returned to each state for review, additions, and/or corrections. The states were informed that TADS would assume the data to be correct and satisfactory to the states unless notification to the contrary was made. States which had not provided any data to TADS were sent blank forms and asked to complete them. The reports of the thirty-seven states that responded to this survey are arranged in alphabetical order. In organizing and presenting the data for this report, the original wording used by the states was retained as much as possible.

As would be expected, there is a considerable amount of variance among and within the reports from states with respect to

the amount and the detail of data which were provided. It is possible that in some cases the respondents did not treat this project seriously enough to provide the requested data, but the major portion of the variance among the data can be attributed to a shortage of detailed information being readily available to the special education agencies. This lack of information implies that the movement for statewide educational programs for young, handicapped children is fairly new in most states, and that the state special education agencies have not had either the authority, the responsibility, or the resources to collect the data which are needed.

In order to convey the status of planning and programming for young, handicapped children, this report contains some information that is not directly related to young, handicapped children. Information about special education or education in general was included in the reports whenever it was relevant to the education of young, handicapped children.

SUMMARY AND IMPLICATIONS

Conclusions about the current status of planning and programming for young, handicapped children should be made with great care because states differ significantly with respect to terminology and definitions. For example, if "young, handicapped children" is defined as handicapped children ages 0 through 8 years, then all states probably have the authority and responsibility to provide services to part of that group. However, if "young" is defined as 0-5 years and further statements exclude all services which are not mandatory, then few states have the authority or responsibility to provide services to such children.

A. CONSTRAINTS

There are several general problems which seem to be common to all states. Although these problems are familiar to most people within the various states, they are known only in the sense that people recognize the difficulties which they encounter as a result of their own experiences. Most likely, the personnel in one state are not aware that conditions are common to all states and vary from state to state only in terms of the specific details.

1. Objectives

The first of these common problems is a lack of specific objectives to define the services needed by handicapped children. In most states special education personnel express the desire to deliver services to young, handicapped children with some vague statements about the nature of the needs and the social objectives of the service. There is a considerable body of literature available which maintains that early intervention makes a difference. Also, most states have in their constitutions, or in legislation, some statements about the general goals of education and what those goals mean in a social sense. At a state-wide or larger unit level, however, there needs to be specific statements which join these two points: it must be stated that early intervention makes a difference in terms of "something." The most common attempt to join these points is that "early intervention is necessary so that the handicapped child can reach his full potential." Unfortunately that statement instantly evokes verbal support but concrete funding support is slow to materialize. In part, this funding gap results from a tendency to consider handicapped children as just another group of people requiring special (and expensive) services. Translating these general group needs into the personal needs of individual children is a difficult, yet necessary, part of planning.

2. Legislative Characteristics

Legislation within most states is far from comprehensive and "equal" in terms of the handicapping conditions which are covered by the legislation. All of the states reporting data share one or more of the following characteristics: (a) the existence of legislation to provide mandatory services for children with a specific handicap at an earlier age than is required for the general population or for the other handicapped children; (b) the existence of legislation to give the reponsibility for services to agencies which are not provided the resources for communication or coordination of activities; (c) the existence of legislation which makes programs for young, handicapped children permissible but does not provide the authority and/or resources to locate the children or, in some cases, to serve children; and (d) the existence of legislation which mandates programs that a particular agency must provide but does not provide any consequences for noncompliance.

3. Variety of Service Agencies

Services to young, handicapped children are provided by many different agencies, organizations, and institutions in the states. In most states it is common to find some young, handicapped children served: (a) by federally funded projects; (b) by special projects or schools; (c) by local public school agencies; (d) by community or church-related day care centers or head start programs; and (e) by various semi-private or non-profit agencies. While few persons would object to the services being provided by various agencies, coordination becomes extremely difficult, especially since few states have the authority, the responsibility, or the resources assigned to specific agencies to coordinate these activities. This situation, no doubt, is the reason that many states identify as a primary need a central information system and also indicate a need for comprehensive planning on a state-wide level.

4. Scope of Planning

Difficulties in planning for young, handicapped children include all of the problems discussed previously. For example, one needs a direction to plan (#1); one needs the authority to develop comprehensive plans (#2); and one needs to know the location, target children, and type of services that are presently provided (#3). However, when states attempt planning, the number and scope of agencies that must be involved apparently can overwhelm the planning effort. It is indeed difficult to arrive at functional definitions when many agencies are involved.

B. STATUS OF LEGISLATION

Several general statements can be made about the status of legislation, planning, and needs within the respective states. These statements are summarized and listed below:

1. The youngest allowable age for providing educational services ranges from 0 to 6 years. The actual age for program implementation is usually related to the status of implementation of kindergarten programs. The first general movement downward tends to be one year before kindergarten entry age.

2. Every state reported either existing legislation and services for special groups -- usually the deaf (or hearing impaired) and the blind (or visually impaired) -- or a history of such legislation and services if legislation is now comprehensive. Furthermore, in some states, the primary source of objection to comprehensive legislation was the advocates of special handicap groups which had existing legislation and services.

3. Even when legislation is mandatory, services are dependent upon funding, and in almost all cases the anticipated date for full implementation of programs was several years in the future.

4. Most states have a combination of mandatory and permissive legislation based upon the age of the child. For example, several states have mandatory legislation for children who are four years old or older while the same legislation allows for permissive services at an earlier age than four years.

C. LEGISLATIVE NEEDS

The states generally agree on their basic needs regarding educational services for young, handicapped children. The following three needs were expressed by almost all states that made reports:

1. Resources and means for coordination of the services that are provided within the state.

2. Comprehensive programs and means for identification of young children with special needs are not generally available, and the states do not have resources to meet this need.

3. Even when legislation and interest allow for services to young children, the time-line for implementation is often long; therefore, plans and resources for more rapid implementation are desired.

It is hoped that this planning report will help states assess the status of planning efforts to establish services for young, handicapped children within these states and will encourage the needed communication and cooperation among state and state agencies.

Legislation and Current Programs

Legislation and programs for special education have existed since the 1950's, but early education was not generally possible until 1969 when Act 786 was passed, providing permissive legislation for early education of the handicapped. In 1971 more comprehensive legislation (Act 106) was passed to provide programs for all exceptionalities and to place responsibility upon the State Board of Education for determining the standards for programs, types of children, and areas of disability to be served, and the procedures for determining eligibility for enrollment in the programs. The state education agency can serve children with ages downward through three by permission from the Board.

Act 106 specifies that all exceptional children shall be enrolled in adequate educational programs within five years. For school age children approximately 1000 additional special education teachers have been employed and about 30 percent of the known exceptional children are being served. For younger children, however, a pilot program was approved and subsequently implemented to provide 25 new state-allotted teacher positions per year for programs for young children. These teachers are serving children with all exceptionalities and with ages beginning with three years.

It is anticipated that an extension of the five-year mandate will be needed and requested.

Plans

Plans are underway to continue the implementation of the early childhood program for exceptional children at a rate of 25 new state positions per year. A staff development program is planned for personnel for the early childhood training program at the University of Alabama. No plans are made for extension of programs downward from age three nor are plans underway for mandatory legislation. Instead, the special education personnel are trying to secure blanket permission from the Board of Education for programming for ages three and above for all exceptionalities.

Needs

Specified needs by the state include: (1) the establishment of an office of child development to contain at least one full-time consultant in early education and to coordinate the community and state agencies that provide services to young, exceptional children; (2) the development of a systematic procedure for identifying young, exceptional children; (3) expansion of teacher training services in early education; and (4) assistance in planning for the needs of young children and developing programs to meet those needs.

Legislation and Current Programs

The Handicapped Children's Act of 1973 specified the handicapping conditions to be covered by the legislation as mentally retarded, hearing-impaired, speech-impaired, visually-impaired, emotionally disturbed, crippled, learning disabled, and other health-impaired. This legislation covers ages 5-21 and provides for the implementation of programs for this age group. Furthermore, this act placed the responsibility with the Department of Education for fully implementing the program by 1979-80. As of October 1973, the programs were 35% implemented. The legislation has created some problems because of the lengthy implementation period and floor level of 5 year old students.

Plans

Plans are underway to continue the implementation of The Handicapped Children's Act. In addition, a Governor's Task Force on Early Childhood Education is working in the following areas: legislation and funding, coordination of present and proposed programs, staff training and technical assistance, and data base of services and needs. The efforts directed toward coordination were expected to be completed by late 1973, and the needs assessment and data collection activities have a completion date of July 1974.

Needs

Specified needs by the state include: (1) legislation to offer programs below the now legal age of 5 in the public schools, (2) programs for parent participation, (3) earlier intervention, and (4) additional funding for programs and teacher preparation.

Legislation and Current Programs

At this time, the Bureau of Indian Affairs does not have special education legislation from the U.S. Congress or a manual release (policy) in the Bureau of Indian Affairs. However, the Office of Education, Division of Student Services is responsible for coordinating and implementing Special Education programs. The specialized programs now in operation have been implemented with other federal funds, through the joint effort of Central, Area, Agency, and School personnel.

Plans

Plans are now underway to develop a case finding effort which will identify exceptional preschoolers. This effort will utilize Indian Health Service, Social Services, Community Action Program Personnel, and Head Start. This activity has an expected completion date of June 30, 1974. Plans are also underway to request specific funding for specialized services for preschoolers for FY 76 P.P.E.

Needs

The needs identified by the Bureau of Indian Affairs include: (1) Legislation and funding is necessary to provide appropriate services to meet the special needs of exceptional children. (2) Programs should be based on the identified needs, whether for preschool aged, school-aged, or need career/vocational education. (3) Programs based on other identified needs should include general services or materials such as resource rooms, prescriptive itinerant services, self-contained, and vocational/career oriented. (4) A special feature of programs in this area is a need to have involvement from the local tribe (Indian School Boards, Tribal Education Committees), parents, and community, with intensive in-service training of parents.

Legislation and Current Programs

The legislation pertaining to special education in California, which is contained in various sections of the Education Code of California, covers the following handicapping conditions: educable and trainable mentally retarded, mentally gifted, aphasic, speech impaired, hard of hearing, blind, partially seeing, deaf, educationally handicapped, and orthopedic or other health-impaired. This legislation placed general responsibility with the State Department of Education and specific responsibility with the Division of Special Education for implementing programs to serve handicapped children.

The legislation specified three areas of coverage: mandatory programs, permissive programs, and experimental programs. There are mandatory programs for ages 5-21 with all handicapping conditions, except mentally gifted. There can be permissive programs for ages 3-5, and experimental programs for ages 18 months to 3 years for all handicapping conditions except mentally gifted. For the mentally gifted there are permissive ages 5-21 and experimental programs for ages 3 to 5 years. While these programs are operational, funding support has not kept pace with inflation and other increases in program costs.

Plans

Plans are currently underway in three major areas: (1) to gain state acceptance of the Master Plan for Special Education, (2) to complete Operation Search, (3) to implement services for children not currently receiving services in ages 0 to 6 years. The Master Plan for Special Education is the conceptual document designed to guide special education in California. The guiding goals of this plan are that special education services should be available to all individuals who need them and that sufficient flexibility should allow local agencies to deliver these services in the most appropriate manner to individuals under their jurisdiction. Operation Search is an effort to identify handicapped children and programs for the handicapped and to gather sufficient data to coordinate the two. The planning for Operation Search is expected to be completed by the end of 1973.

Needs

As a result of the analysis for the development of the Master Plan for Special Education, a series of recommendations were developed: (1) There is a need for mandatory programs for exceptional children from the time of their identification. (2) A single designation, "Individuals with Exceptional Needs", should be used for legal requirements for special education. (3) Multiagency planning and involvement should be required. (4) Staff training and development should be conducted.

Since these needs were recognized in the Master Plan, meeting them is a part of that plan and a complete implementation date is set at 1981.

Legislation and Current Programs

Article 22 of the Handicapped Children's Educational Act, passed in 1965, defines as handicapped, a child who is between the ages of 5-21 years with long-time physical impairment, significant limited intellectual capacity, significant emotional and behavioral disorder, speech disorders, identifiable perceptual or communication disorders, and whose presence in ordinary educational programs is detrimental to the education of others. This act places implementation responsibility with the Colorado Department of Education.

The Handicapped Children's Educational Act mandated that by January 1, 1974, local districts separately or in combination with other districts must submit to the state board a comprehensive plan for the establishment of special education programs. If any school district fails to submit a comprehensive plan, the state board will devise and recommend a plan for that district. Forty-four school districts have established and implemented special education programs. One hundred and eight local districts have formed boards of cooperative services, i.e., two or more districts have joined as one service providing agency.

Plans

An Early Childhood Advisory Committee has been organized to work on the identification of pre-school handicapped children and to develop programs for meeting their needs. Guidelines for the identification of such children and sources of information and materials to aid school districts in developing programs have been collected. The Committee expects to develop programs in which trained personnel of the school district will teach others to implement screening programs for preschool handicapped children. The trained personnel will then monitor programs to insure continued effectiveness and efficiency of trainees.

Needs

The state has specified two major needs. The first is the legislation to provide services to persons under age five who qualify as handicapped children under the handicapping conditions previously specified by Handicapped Children's Educational Act. The second area of need relates to the identification and program planning for handicapped children, ages 0-4. For example, trained personnel are needed to implement the screening programs which have been suggested by the Early Childhood Advisory Committee.

Legislation and Current Programs

Handicapped Children, as defined by the Delaware Code (Title 14, Education: Chapter 31) are those pupils age 4 to 21 requiring special educational services, who are either learning disabled, mentally handicapped, physically handicapped, socially and emotionally maladjusted, or any combination of the above. This act placed responsibility with the State Board of Education for making and adopting rules and regulations for the education, training, and transportation of handicapped, gifted, or talented children. This legislation also provides for full implementation of programs for the specified group of children.

Plans

The state reports planning taking place in a variety of areas. The most intensive effort is being directed toward a needs assessment for ages 4-21, and each district is currently planning for the implementation of programs provided by existing legislation. The state is planning to have available by 1975 a comprehensive developmental curriculum which may be adapted to the early childhood level. In addition, the state is planning needs assessments for children under the age of 4 and pilot programs for this age group.

Needs

The state has specified two major needs, both of a legislative nature: first, a legislative base and authorization to serve children younger than 4 years; second, a legislative mandate for mainstreaming.

Legislation and Current Programs

Legislation and programs for special education have existed for some time; however, the passage in 1972 of the Early Childhood and Family Development Act provided the first comprehensive coverage. The following handicapping conditions are covered by this legislation: speech-impaired, blind and partially sighted, educable and trainable mentally retarded, deaf and hard of hearing, crippled and other health-impaired, emotionally disturbed, and socially maladjusted. This legislation provides for the collection of data on all exceptional children and availability of 13 years of schooling for exceptional children beginning with age five. Three and four year olds may be eligible for special education and related services, and some who are under age 3 (TMR, PH, deaf, blind) may be eligible for home instruction or supplemental instruction if they are enrolled in a day care or non-public program. The Department of Education is the implementing agency under this legislation.

Plans and Needs

In order to follow through with the plans initiated in 1972-73, a state leadership position in the Education for Exceptional Children Section, Department of Education must be established. The person in this position would be responsible for initiating needs assessment activities, liason with other agencies, and technical assistance to local school systems. In dealing with these general areas, this person would direct his attention to the following six issues:

1. What types and how many identification and referral systems are operable to support an early childhood program?

2. What is the role and scope of present training programs for handicapped young children funded by various divisions of the Department of Health and Rehabilitative services?

3. If Head Start is required to serve handicapped children totaling at least 10% of their enrollment, what type of formal liason should be established?

4. How could proper facilities be provided for a statewide early childhood education program for exceptional children?

5. Are adequately trained teachers and other staff available?

6. Can programs be designed for exceptional children without requiring early labeling?

Legislation and Current Programs

Services for young, handicapped children now operate under the provisions of the Early Childhood Development Act (Senate Bill 676) and Preschool Training for the Handicapped (House Bill 57). The implementing agencies for this legislation are the State Board of Education through the Department of Education, Early Childhood Programs and in cooperation with local education agencies. The Early Childhood Development Act provides coverage for the following children: (1) children less than three years old are identified as having a physical or mental handicap and who qualify for assistance from Social Security Act, Title IV-A; (2) children between the ages of three and five, inclusive, who have physical or mental handicaps; and (3) children five years of age. The Preschool Training for the Handicapped provides coverage for the preschool emotionally, mentally, and physically handicapped.

The following types of programs are provided by the legislation: (1) testing, diagnosis, and treatment of children less than three years of age who have physical or mental handicaps; (2) educational programs for children five years of age; and (3) educational programs for children three to five years of age, inclusive, who have physical or mental handicaps. The time line and degree of implementation of these activities is contingent on the availability of funds. At present, of the 188 school systems in Georgia, 151 participate in the programs provided by House Bill 57, and 44 participate in the programs provided by Senate Bill 676.

Plans

A number of activities are planned or underway in the state. Proposed legislation entitled Adequate Program for Education in Georgia recommends: "The State should provide early childhood education for three and four year olds who are either physically, mentally, or emotionally handicapped or perceptually or linguistically deficient. As with kindergartens, this program can be most effectively implemented in steps." Planning and implementation of this intent are, of course, dependent upon passage of the legislation and funding of the programs identified therein. The State has organized a Task Force Committee composed of state and local early childhood education personnel. This committee evaluated and reviewed the state's early childhood education program and determined its needs. Further, the coordination of services to young children is planned with the Department of Human Resources. College programs and the in-service training of staff are also being planned.

Needs

The State Board of Education and the Local Education Agency coordinate the programs serving young, handicapped children. The Department of Research and Development, using information from local agencies, assesses the program needs. Handicapped children from 0-2 years are in need of service now, and more certified personnel are needed to work with the early childhood handicapped.

Legislation and Current Programs

Hawaii Revised Statutes, Vol. 4, Chapter 301, Part II, designates the Department of Education and the Department of Health as the implementing agencies for services to exceptional children. Exceptional children are children under twenty years of age who: (1) deviate from the so-called normal person in physical, mental, social, or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required, (2) who, for reason of physical defects, cannot attend regular public school classes, (3) or who are emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods.

Special education is provided by the Department of Education through programs in regular public schools, special education schools, and licensed private special education schools by contract with the school district. These programs are designed specifically for the following administrative categories: Blind, Deaf, Blind/Deaf, Emotionally Handicapped, Educable Mentally Retarded, Hard-of-Hearing, Orthopedically Handicapped, Partially Sighted, Special Learning Disabilities, and Trainable Mentally Retarded. Educational services are available to all students of compulsory school age in the designated categories of exceptionalities. Limited educational services are provided to preschool students in categories of hearing handicaps, trainable mentally retarded, and deaf/blind. Service responsibilities of the Department of Health have not been clarified.

Plans

The Special Education Branch, with the assistance of the Management Analysis Center, has begun to develop the State Plan for Special Education. There are indications that the plan would include early educational programs for the handicapped in coordination with other departments and agencies. The planning group are including activities with key publics and officials to assure involvement in such areas as legislation, funding, data collection, evaluation, program implementation, and coordination. This planning activity is expected to be completed by late 1974.

Needs

Specified needs identified by the state include: (1) screening and identifying young, handicapped children; (2) developing and maintaining a central registry of handicapped children; and (3) clarifying the role and responsibility of the Department of Health for providing services to handicapped children.

Legislation and Current Programs

Idaho does not have general legislation for young, handicapped children. There is legislation for children 6-21 years of age, and deaf and blind children 4-21 years of age. The primary program for the deaf and blind children is the State School for the Deaf and Blind.

Plans

The state is planning to have legislation introduced for young, handicapped children in 1974.

Needs

The state has specified a need for funding for programs for young handicapped children. The State Agency needs to conduct an assessment on the 0-6 age group and then use the resulting data to support a request for legislation and funds.

Legislation and Current Programs

Article 14 of the Illinois School Code provides comprehensive coverage for exceptional children, ages 3-21. The implementing agency for legislated programs is the Office of Public Instruction and Public Schools. A wide range of programs and implementation support, with the exception of total funding, are provided by the Illinois legislation which also mandates that all public schools serve handicapped children aged 3-21.

Plans

Plans are underway to continue the implementation of programs mandated under Article 14. The following time-line is projected for completing implementation: 1972-73, 10% implementation; 1973-74, 35% implementation; 1974-75, 85% implementation, and 1975-76, 100% implementation.

Needs

The state has specified the following needs: (1) legislation to serve handicapped children 0-3, (2) additional funding for presently mandated programs, (3) more coordination with state agencies, and (4) planning time to deal with present and proposed programs.

Legislation and Current Programs

Special Education in Indiana is currently being conducted primarily under legislation contained in Chapter 396, Acts of 1969, which state that handicapping conditions shall be defined by the rules and regulations of the State Board of Education. At present, the following conditions are specified: speech handicapped, visually handicapped, physically handicapped, trainable mentally retarded, educable mentally retarded, hearing-impaired, and emotionally disturbed. The following additions have been proposed to the current rules and regulations: multiply handicapped, learning disabled, and severely and profoundly retarded. The Indiana Department of Public Instruction is the implementing agency under this legislation.

These acts also specify that schools shall be required to provide appropriate education services for all handicapped children after September 1, 1973. Thus, services are mandatory for handicapped children ages 6-18. Services are permissable for handicapped children ages 0-6.

Plans

Plans are underway to form an Advisory Committee of Early Education of the Handicapped which would be operational by January 1974. This Advisory Committee is expected to provide input into the development of priority areas of federal programs at the state level for preschool handicapped by June 1974, and will be involved in the development of a legislation program. This latter activity is seen as an on-going process with no specific termination point. There are over 133,000 handicapped children in the state of Indiana. By 1973-74 school year the state will be serving over 95,000 of them. Plans are underway to serve the total group with appropriate educational services by the 1974-75 school year.

Needs

The state has indicated a need to have areas of existing legislation clarified. The specified roles of state agencies are not clear. What agency, district, or level has financial responsibility is also unclear. The consequences for non-compliance with existing legislation needs to be specified. In addition, the state has specified needs in the following areas: (1)legislation for ages 0-6, (2) legislation defining handicapping conditions for ages 0-6, and (3) the determination of fiscal and/or direct responsibility for the education of all handicapped children.

Legislation and Current Programs

Public schools are allowed to provide early childhood education programs for handicapped children under chapter 281 of the Iowa code. This legislation specifically refers to children under five years of age with the following handicapping conditions: mentally retarded, speech-impaired, hearing-impaired, physically-impaired, vision-impaired, emotionally disturbed, and learning disabilities. There is legislation to provide any type of program serving the listed handicapping conditions.

The responsibility for implementation of educational programs for young, handicapped children is placed with local and county school systems. Implementation of these programs has not been a priority for schools, and the degree of implementation has been low.

Plans and Needs

The state indicates the next steps in planning and implementing early education programs for the handicapped are: (1) distributing information regarding the existing early childhood education programs, (2) requesting that the Midwest Educational Resource Center explore training models for various program designs for early childhood education, and (3) working through the difficulties caused by a legislation provision which allows only approved public schools to provide programs for handicapped children under school age.

Legislation and Current Programs

In 1970 the Kentucky Revised Statute 157.20[illegible] was passed. This legislation defines "children" as all persons under twenty-one years of age. Exceptional children, as defined by KRS, are children who differ in one or more respects from average or normal children in physical, mental, emotional or social characteristics and abilities to such a degree that it is impractical or impossible for them to benefit from, or participate in, the regular or usual facilities or classroom programs of the public schools in the district in which they reside.

The Statute places implementation responsibility with the Department of Education, and specifies that: "By July 1, 1974, all county and independent boards of education shall operate special education programs to the extent required by, and pursuant to, a plan which has been approved by the State Board of Education after consideration of the recommendations from the State Task Force and the Human Resources Coordinating Commission and Council." At the present time there has been no implementation of preschool programs for exceptional children.

Plans

A pilot kindergarten program has been planned for the 1973-1974 school year. At the present time, it is not known how many, if any, of these pilot programs will include exceptional children. It is believed, however, that the adoption of kindergarten programs for all children will make it easier to implement early education programs for handicapped children. In addition, the state plans to use funds from Title VI, Part B to establish early education programs for handicapped children. The evaluations received from these programs will be used to encourage local school districts to implement early education programs for handicapped children.

Needs

The state has indicated that the present legislation is comprehensive, and their primary needs are in the area of implementation.

MAINE

Legislation and Current Programs

Legislation passed in June of 1973 covers exceptional children ages 5-20. This legislation includes all types of handicapping conditions but does not cover gifted children without any handicap. Implementation responsibility has been placed with the Maine Department of Educational and Cultural Services. At the present time, guidelines and regulations to implement this mandatory legislation are being developed.

Plans

Plans are underway to develop legislation for early education for young, handicapped children. This legislation will be introduced into the next session of the legislature. Plans are also being developed which would encourage local school units to identify handicapped children and provide early education for them.

Needs

The state has specified a need for legislation to cover all handicapping conditions for ages 0-5 and 20-25. In addition, the state needs a model, techniques, and instruments to screen, identify, and diagnose needs of young, handicapped children.

Legislation and Current Programs

Current legislation in Massachusetts provides for mandatory programs for handicapped children ages 5-16, and permissive programs above 16, except for mentally retarded which has mandatory programs to 18 years of age. The handicapping conditions covered by legislation are: mentally retarded, emotionally disturbed, physically handicapped, deaf, blind, aphasic, perceptually handicapped, and speech-impaired. The implementing agency for programs is the Department of Education, but regulations are jointly with either Mental Health and/or Public Health. There is proposed legislation in Massachusetts which would provide for programs for all handicapping conditions ages 3 to kindergarten age and 0 to kindergarten for hearing-impaired.

Plans and Needs

Presently task forces in various content areas are drafting proposed regulations for a comprehensive special education bill which would give the State Department of Education full regulatory power over special education. The bill covers all categories and conditions, makes program provisions mandatory, and includes provisions for assessment, programming, transportation, and reimbursement policies, i.e., a total package for special education. A ruling is expected in March of 1974.

The state has almost completed regionalized needs assessments. The results are being and will be used to develop a better system for allocating Title VI and PL 89-313 services. All activities are being conducted by the Division of Special Education through its six regional offices. From these needs assessment and other activities the state has specified a need for coordinated agency planning, to be coupled with retrieval techniques for the identification of preschool handicapped children and the delivery of services to them.

MICHIGAN

Legislation and Current Programs

Legislation and programs for special education have existed since the 1950's, but early education was difficult until 1971 when House Bill No. 4475 was passed and approved by the governor. Handicaps covered include, but are not limited to, mental, physical, emotional behavior, sensory, and speech handicaps. The legislation covers handicapped persons 0-25 years of age. The State Department of Education has primary implementation responsibility, but the law indicated cooperation with the Department of Mental Health, the Department of Social Services, and other agencies.

The legislation provides for a full range of programs and implementation, when approval from the State Board of Education has been secured prior to their initiation. The state indicates that full implementation of programs has not been accomplished, primarily because funding was not available. However, 2,260 preschool handicapped children are presently served by various programs in the state.

Plans

Plans are underway to organize a staff committee to determine what is being done in early childhood education, to study the governor's fiscal plan, and to set up an assessment study hopefully through "Headstart." These activities were expected to be completed by summer of 1973. The next step in planning is to set up a state advisory committee to coordinate efforts for early childhood education and secure advocates for this effort. Future activities will depend on the strategy of this committee.

Needs

None specified.

Legislation and Current Programs

Legislation passed in 1957 and subsequently amended provides mandatory programs for all handicapped children ages 4 to 21, except mentally retarded children for which the mandatory age is 5 to 21. Services to children under these ages is permissable. There are two criteria used to determine acceptance to special education programs: (1) the child has one or more of the designated handicapping conditions, and (2) the child needs special instruction.

The current legislation provides for full implementation of programs and the Department of Education is the implementing agency. The state provides funding on a percentage basis with a maximum level, e.g., the state pays 50% of the cost of material and supplies up to fifty dollars per child. At the present time programs have been implemented which are serving 70% of the identified handicapped children, and the state expects 100% implementation by 1977.

Plans

A number of planning activities are currently underway in the state. The major planning activity is the development and implementation of a system to identify all handicapped children by 1976. Other planning activities are expected to produce the following outcomes: increased reimbursement funding from the state, needs assessments conducted by school districts, evaluation and program review guidelines and models developed by the state, and increased pre-service and in-service training.

Needs

Specified needs by the state include: (1) mandatory legislation for services to handicapped children birth to 21 years, and (2) changes in the present legislation to give the Department of Education responsibility for providing the educational programs in state institutions.

Legislation and Current Programs

Mississippi does not have legislation for mandatory school attendance; however, the recent passage of House Bill 74 and previous legislation provides the legislative base for delivery of services to young, handicapped children. In addition to specifying the handicapping conditions, this legislation provides up to $600 toward tuition for exceptional children to attend special schools and provides payment for 60% of special education teachers' salaries.

House Bill 74 specifies the procedures by which parents may initiate programs. Five or more parents of children with similar learning handicaps may petition the local school superintendent, who in turn asks the State Department of Education for permission to establish a special education class. House Bill 74 came into effect July 1, 1973, and the state is beginning to receive requests for programs. However, the full impact is not known at the present time.

Plans

Plans are being developed to request that the legislature provide support for kindergarten programs for young, handicapped children. This type of support has been requested previously, and the legislature is expected to act by early 1974.

Needs

The state has specified a need for legislative support for administrative and program activities. In addition, assessments have identified the following needs: (1) kindergarten programs, (2) preschool evaluation of all children, and (3) expansion of special education programs particularly for children who are emotionally disturbed or have learning disabilities.

Legislation and Current Programs

Current legislation in the state specifies that the board of education of each school district shall provide special education services for handicapped children 5 years of age or older and may provide special educational services for handicapped children under the age of 5. This legislation also provides that each district shall take, or have taken, a special census of handicapped children under the age of 21 years. The State Board of Education is responible for determining: (1) the criteria to be used in defining handicapped children, (2) the regulations governing the evaluation and assignment of children to programs, and (3) the standards for approval of all special education programs.

There are a number of programs available to young, handicapped children, but the most comprehensive coverage is at the kindergarten level. In addition, there are special programs in some public school districts for preschool children and some special projects serving this group of children. Since the legislation referred to in this report is very recent, the state expects a significant shift in the pattern of services offered.

Plans

Planning is underway in the following areas: (1) development and approval of guidelines, rules, and regulations under the current legislation, (2) development of procedures for initial identification of young, handicapped children, (3) development of diagnostic procedures for the assignment of children to programs, and (4) development of innovative projects.

Needs

Given the recent legislation and the activities currently underway relating to the legislation, the state has specified three major needs: (1) coordination of present efforts into a comprehensive statewide needs assessment program that will identify the handicapped and provide information necessary for the delivery of services to all young children; (2) an early screening program to identify handicapped children ages 3-5 and a census of all handicapped children ages birth to 21 years; (3) diagnostic services and curriculum materials that are based upon prescriptive teaching techniques.

NEBRASKA

Legislation and Current Programs

The state has legislation to cover all handicapping conditions and to provide services to children. Local school districts are required to provide programs, and all special education programs must be approved by the State Department of Public Instruction. The State Department of Education, upon request, shall provide technical assistance in planning, programming, and other activities required by the act. The initial implementation date is July 1974. The cost of special education programs is to be shared by local school districts and the state, which will pay up to 90% of all excess cost.

Four areas of the new legislation represent a significant shift in the direction of the state in the field of special education. First, penalties are provided for noncompliance with requirements of the act. Second, all school boards are required to report to the State Department of Education all children who reside in the school district who would benefit from special education programs and to propose a plan for providing such programs. Third, the school district shall pay an amount equal to the average per pupil cost to the agency providing the educational program for every child who is a resident of the district and attending an educational program outside the school district. Finally, a due process procedure has been established within which a parent may appeal for a case review to the State Department of Education.

Plans and Needs

All planning and needs assessments are in a beginning stage and are directed toward the mandates of the new legislation.

Legislation and Current Programs

The legislative base for programs in the state, at this writing, seems to be in the process of changing. Present legislation provides comprehensive coverage for handicapping conditions from 5 to 21 years and for deaf children from 4 to 21 years. Proposed legislation would lower ages covered for all handicapping conditions. Presently, state and local school agencies have the responsibility for assigning children and financing programs. The Child Welfare Agency has historically been responsible for preschool programs, facilities, and care. The Office of Mental Retardation has supported Child Development Centers which primarily serve handicapped children. The proposed legislation would give the special education agency more direct responsibility for preschool handicapped children.

Under present legislation several hundred children are being served; however, the service is very uneven. The state indicates that if comprehensive program coverage is to make a difference, then quality as well as quantity must be an issue. Furthermore, the primary issue is the availability of resources: if state and/or federal funds are not increased significantly, then a full range of quality programs for all young, handicapped children is not possible in the immediate future.

Plans

Present efforts are directed toward the formation of a multiagency planning group which would be expected to address the following issues: (1) establish areas of activities and responsibilities for various agencies; (2) involve the delivery staff in formulating objectives, processes, and criteria; and (3) develop a long-range plan including an implementation strategy. This effort is expected to take one year.

Needs

Present needs assessment activities have produced the following recommendations: (1) The identification of handicapped or potentially handicapped children should employ local sources such as pediatricians, hospital staff, local visiting nurses, welfare workers, and other social service agencies all working together to forward information to the appropriate planning and delivery agencies; and (2) New Hampshire is developing a regional multi-service system within which the person who makes contact should assume advocacy for the child and continue the effort until each agency participates to the fullest extent.

Legislation and Current Programs

Legislation specifically requires each local school district to identify and classify all handicapped children between the ages of 5 and 20 and to provide appropriate educational programs for them. Beyond this, the local public school district may identify and classify handicapped children below the age of 5 and beyond the age of 20 and may provide appropriate educational programs to this group. There is proposed legislation to assure implementation of preschool programs and reimbursement of the costs of the services for handicapped children below the age of five.

All programs required by the existing legislation have been fully implemented. There are some local districts and some special projects which provide programs for children below the age of five.

Plans

The Governor of New Jersey has made available $500,000 in extra-ordinary funds for the Department of Education to initiate pilot projects for pre-school handicapped children. These funds are in the current FY 1974 budget. The Branch of Special Education and Pupil Personnel Services has undertaken a series of steps to assist local districts with the implementation of the pilot projects in September 1974. At the present time, there is no indication as to whether these extra-ordinary funds will be continued in FY 1975; the future of preschool special education is somewhat dependent upon the legislation which has been previously mentioned.

Pilot projects for pre-school aged handicapped children will be developed within the following context:

1. Funds have been set aside for the employment of a consultant in pre-school education for the handicapped to help the Branch of Special Education and Pupil Personnel Services coordinate implementation of pilot projects and of programs to be developed in the future.

2. A parent-training component has been set up in cooperation with Rutgers University. This component will assume responsibility for implementing and developing of a two-fold parent-training program.

   (a) The program will assist parents whose children are enrolled in funded pilot projects.

   (b) The program will assist parents who have pre-school aged handicapped children who are <u>not</u> enrolled in pilot projects. (It is anticipated that a minimum of 400 parents will be involved.)

3. Four major pilot projects will be funded to serve as demonstration centers. These projects will be strategically located throughout the State so that they may become arenas for change, as well as agents for providing technical and consultant assistance to other pilot projects in their related geographic regions.

4. A sufficient number of pilot projects will be funded to provide direct and indirect services to a limited number of preschool aged handicapped children in each of the twenty-one counties in New Jersey. It is anticipated that approximately five percent of these children may be provided services through this extra-ordinary budget appropriation.

Needs

Present legislative needs could be met through passage of the legislation previously referred to in this report. The identification of other needs is now in progress. The Department of Education, Commissioner's Advisory Council for the Handicapped has a Committee concerned with early education for the handicapped. This Committee is a coordinating agency as well as an advisory group, and their specific target is an estimated 12,000 preschool aged handicapped children. It is expected that this Committee will identify additional needs.

Legislation and Current Programs

Special education for young, handicapped children is now conducted under the provisions of House Bill 360, passed in the first session of the 31st legislature in 1973. The implementing agency for programs is the State Department of Education. The legislation provides mandatory services for all children who have attained their sixth birthday prior to September 1 of the school year. Parents or other groups may request services for ages below 6, but services are not mandated at this time.

Early childhood education is defined as pre-elementary programs which are established by local school districts. The legislation does not make attendence to these programs mandatory; however, the Department of Education has been mandated to provide an annual report of existing needs. Early childhood programs are to be progressively phased in, with full implementation by September 1, 1977. The State has provided $800,000 for the first phase, which is to take place during the 1973-1974 academic year. These funds will be used primarily to establish regular kindergarten programs. These funds do not have a portion of them which is specified for the education of young, handicapped children.

Plans

The State is developing a plan for the delivery of special education services. The plan includes, but does not specifically plan for, the delivery of services to pre-school handicapped children. The delivery of services to young, handicapped children, due to inadequate funds, has a low priority.

Needs

A committee of parents, educators, and community leaders reported that the single most critical problem facing Special Education in New Mexico generally was the identification of children who needed special education services and the determination of what kinds of services are needed by this group. In addition, the special education of pre-school handicapped children needs both a legislative and a financial base.

Legislation and Current Programs

Pre-school programming within the public sector is, at this time, a non-mandated service, except for blind, deaf, and deaf/blind children. The law states that deaf children as young as 3 are eligible for state supported programs. Blind children are eligible for pre-school programming in State operated and State supported schools for the blind. In September 1973, pre-school programming for orthopedically handicapped three and four year old children will be initiated at the Human Resource School in Albertson, Long Island. The county and the State Education Department are equally sharing the costs of this program. Additionally, New York City provides schools for deaf children between the ages of 2 years and 8 months. Approximately half of the cost of this education is provided by State funds. Legislation passed in 1973 authorized school districts to provide instruction for mentally handicapped children (with I.Q. of less than 50) from ages 3 to 4.

The state has a number of programs for pre-school handicapped children, too many to make a specific listing desirable. However, according to a recent study, only one-half of the handicapped children in the state are enrolled in school programs. The timeline for implementation of services to all children is five years.

Plans

The state has been divided into 13 regions. Planning is now underway to develop a state plan for education of the handicapped and to establish diagnostic, prescriptive, and support services within the 13 regions. These activities are expected to be completed by June 1974. By January 1975, the state expects to have established early childhood education programs in regional education centers and in large urban centers. In addition, statewide planning for deaf and blind children is expected to be completed by September 1974.

Needs

First, recently through the efforts of a statewide task force, extensive data collection took place regionally. Data were collected on all types and ages of handicapped children in order to ascertain the numbers, types, and location of these children. In addition, data were collected on the programs, manpower, and resource needs necessary for dealing with problems within each of the regions and recommendations were made for action at the state level.

Second, a priority need for the future will be the location, diagnosis, and programming for pre-school handicapped children. In addition, the state has specified a need for legislation and funding support to provide a variety of programs for handicapped children from birth to age 21.

Legislation and Current Programs

Services for young, handicapped children now operate under the provisions of Education for Hearing Impaired Children in the Public Schools: PL 115-315.1, 1969. The implementing agencies for this legislation are the State Superintendent of Public Instruction, the State Board of Education, and North Carolina Public Schools. Legislation introduced, but not yet passed, in the 1974 session of the North Carolina General Assembly would permit local school buildings to adopt rules and regulations permitting kindergarten and third grade pupils to attend school for less than six hours per day. The proposed legislation is not restricted to the handicapped, but would include any handicapped children in the programs. Existing legislation makes it possible for first and second grade children to attend school for less than six hours per day.

Implemented during the 1969-70 schoolyear, this legislation is permissive rather than mandatory and provides coverage for preschool age, hearing-impaired children (including both deaf and hard-of-hearing) between the ages of one and six, and for hard-of-hearing children of school age. Also provided are education programs for hearing-impaired children in public day schools, and identification and professional evaluation of preschool children who have impaired hearing.

A number of other programs serve young handicapped children; there are programs for school age children (ages 6-8) with various handicaps, and programs for over 550 children (ages 0-5) with various handicaps. Under Title IV-A of the Developmental Disabilities Services Act, there are 57 day care centers (primarily private nonprofit) serving over 900 mentally retarded preschool age children.

Plans

The State did not identify any specific plans.

Needs

The State identified a need for legislation which would provide services for all preschool handicapped children other than those who are hearing-impaired and covered under the existing legislation.

Legislation and Current Programs

The state has a legislative mandate to provide services to all handicapped children school age to 21 years. There is permissive legislation for kindergartens at the local level and for programs for the gifted. The permissive legislation does not specify programs or funding for young, handicapped children.

There are a variety of programs for young, handicapped children in the state which are housed in a variety of agencies, e.g., programs are funded by public schools and state Social Services Department and by private, state and federal agencies. A precise statement is not available on the number of young, handicapped children being served or the size of the group not being served.

Plans

The state has specified the following next steps in planning: (1) by June 1974, to develop with other agencies a mutually agreed upon sharing of functions and responsibilities for separate aspects of preschool evaluation and program planning and evaluation; (2) by July 1974, to develop a recommended series of procedures for school districts to use in identifying children at the preschool level with special needs, and to help the school districts include these procedures and interagency cooperation in their local special education plans; (3) by November 1976, to develop a preschool education package for consideration by the 1977 legislature based on 15 months of study of identification, programs, staffing, evaluation, and funding.

Needs

The state has specified the following needs: (1) legislation for all young, handicapped children from birth to 6 years including provisions for specification of the responsibility of individual agencies, and a full range of programs with implementation authority; (2) a system for identifying and programming for preschool children; and (3) funding which would stimulate activity in identification of need, acceptance of the idea of service to preschool children, and staff development.

Legislation and Current Programs

Section 3323.011 of the Ohio Revised Code mandates that each school district must have a plan approved by the State Board of Education which provides for the necessary identification, placement, programs, and services for all handicapped children of school age. Other legislation mandates that each school district must offer kindergarten programs by September 30, 1975. Section 3323.01 R.C. authorizes classes for deaf or blind children over the age of three, and for physically, emotionally, or mentally handicapped children over the age of five. This legislation authorizes that experimental classes and services may be approved by the State Board of Education for handicapped children from birth and provides authorization for supportive and special instructional services, including counseling service to parents.

Based on population estimates, incidence rates, and present services available to pre-school handicapped children in public school classes in 1973, the state estimates that it is serving in public school classes (1) 41.7 per cent of the 3, 4, and 5 year old children who are deaf or hard of hearing; (2) 36.5 per cent of the visually impaired 3, 4, and 5 year olds; (3) 48 per cent of the deaf and blind children ages birth to 6 years; (4) 48 per cent of the crippled children who are 5 years old; (5) 0.1 per cent of the 5 year-old children who are educable mentally retarded, and (6) 0.1 per cent of the 5 year-old children with some learning disability or behavioral disorder. Young, handicapped children other than those previously listed could not be served until the 1973 revision of the Ohio Code. Experimental programs are now authorized, but no appropriations have been made for the FY 74 and FY 75.

Plans

Ohio has developed plans for early childhood programs and services for handicapped children. Full implementation of these plans will depend on the availability of funds. The greatest need in funding at the present time (in order to proceed with the plans) is for staff members. For almost three years the Division of Special Education has had a task force on early education with the following objectives: (1) to keep a current information file on legislation, appropriations, approved projects, and federal and state priorities, and to communicate such information to appropriate school, parents, and department personnel; (2) to provide a review process for encouraging and evaluating early childhood proposals from Ohio; (3) to encourage eligible agencies to submit appropriate applications; (4) to assist school districts who have submitted proposals to other agencies, without success, to rewrite them in terms of Title III, Title VI-B, and other federal funding sources; (5) to monitor early childhood projects which have been funded and (6) to assist school district in exploring early childhood programs based on recently passed legislation.

A number of planning activities and other actions important to early childhood programs for handicapped children in Ohio have taken place or are planned. In August 1973, the Ohio Legislature changed existing law to permit experimental early education classes and services. A similar bill also recommended by the State Board was signed into law making kindergarten programs mandatory. For 1974, $60,000 of state teacher training funds has been committed for early childhood programs in school psychology, and in 1975 the university will pick up this program.

Section 3321.100 of the Ohio Revised Code mandates that each school district have an approvable plan to meet the needs of all handicapped children of legal school age. These plans will include programs based on incidence figures (including verified children for low incidence programs) in all areas of the handicapped. Extrapolations have been made from these incidence figures to estimate the numbers of preschool children needing service, and the legal age preschool children still needing services. Planning for Section 3323.011 is a needs assessment, and extrapolations have been made for preschool needs. On the basis of national and state research, the state has assisted school districts in applying for federal descretionary funds to support programs.

In program implementation in the low incidence areas a high priority continues for funding classes for deaf and blind 3 to 5 year olds, and for funding primary (Grades K-3) classes for crippled children. For EMR and learning disabilities, priorities are at the primary grades; thus, early childhood has a relatively lower priority.

Needs

The state has identified needs in two major areas: (1) legislation to provide services to all young, handicapped children, and (2) sufficient funding to develop and provide programs for young, handicapped children. In addition, the state has indicated a need for developing a state master plan for children below the current mandatory school age.

Legislation and Current Programs

Legislation provides a base for services to deaf, hard of hearing, blind and partially sighted children ages 2 to 21. Children with other handicaps are provided services from ages 4 to 21. The legislation provides for all types of programs and specifies the State Department of Education as the implementing agency.

Programs are now funded to meet approximately 50 per cent of the needs of the legislatively defined groups, and it is projected that services will be fully implemented to this group by 1980. The time line for implementation, however, could shift because the primary implementation need is funding.

Plans

Plans are available, or planning is underway, in the following areas: (1) model programs for early education to young, handicapped children, to be completed by July 1974; (2) implementation of 300 new units for each of the next three years; (3) the development of diagnostic and prescriptive teaching units to be initiated in 1973; and (4) the continuation of program implementation as funds become available.

A number of needs assessment activities are being planned in the state, the most comprehensive of which involves all local education associations working within their communities to arrive at a total needs assessment for the local communities.

Needs

The state has specified the following needs: (1) additional funding to meet the full-service mandate; (2) authorization and funding for teacher training; and (3) support in developing and maintaining a unified, comprehensive system for keeping records on all handicapped children.

Legislation and Current Programs

At the present time, the Commonwealth of Pennsylvania is unable to provide programs and services to pre-school handicapped children, unless they come under Pennsylvania School Law in Section 1376-13. This legislation provides for the cost of tuition and maintenance in approved schools of children with the following handicapping conditions: blind, deaf, cerebral palsy, brain damaged, or muscular dystrophy, and social or emotionally disturbed.

Plans

The major areas of concentration in pre-school activities are designed to implement model and pilot projects in the intermediate units in the state. These model and pilot projects are expected to answer the many questions which the state has regarding future planning. In addition, these model and pilot projects are expected to provide strategies for the implementation of pre-school programs.

Needs

During the past five years, the Division of Special Education has funded 29 pre-school projects a year in the intermediate unit using Title VI-B funds. The state indicates that this method of impacting on young children has been a successful way of determining needs such as: contract procedures, coordination of agencies, identification of children, cost analysis, facilities, and staffing. The state has also identified a specific need for comprehensive legislation across all handicapping conditions for pre-school children in public and private agencies.

Legislation and Current Programs

The state has mandatory legislation to establish programs for handicapped children in the public schools. Children are eligible for services from ages 6 to 21 inclusive, except for children with hearing impairments who are eligible at age four.

The South Carolina Department of Education has a time schedule with respect to full implementation; however, there is some question as to when the mandate will be in effect since a five year plan is required of each local district. All local school districts have submitted five year plans to the state office and update these plans each year with a report of present status and future plans.

Plans

None specified.

Needs

None specified.

Legislation and Current Programs

Programs and services for exceptional children are regulated by SDCL, Chapter 13-37. This law, which became effective July 1, 1969, places the responsibility for programs for exceptional children with the local school district. Authority for programs and services comes form the Division of Elementary and Secondary Education. Coverage of this law is for children 0-21, who, because of physical and/or mental conditions, are not provided for in the usual school setting.

There are a number of programs serving preschool children. Under the legislation, preschool programs at the rate of three to five each year are to be implemented beginning in 1974.

Plans

South Dakota is in the process of developing a comprehensive plan for statewide education to young, handicapped children. This plan is comprehensive up to and including a timeline for full implementation of services to all handicapped children.

Needs

The state has identified their primary need as the funding to support the comprehensive plan for young, handicapped children.

Legislation and Current Programs

Recent legislation has mandated programs for all handicapped children ages 4 through 21 except deaf children (ages 3 to 21), for whom programs have been provided by earlier legislation. This previous legislation specified the age coverage as school age to 21 years, except deaf children for whom programs were to be provided from 3 to 21 years. Because of some confusion of terms in the new legislation and a question about the constitutionality of that legislation, programs now operate under both the new legislation and the previous legislation.

Understanding the nature of the legislative situation is a condition for understanding current programs in the state. Programs and services provided under the previous legislation are fully implemented to the extent of available funds. Other activities, related to the new legislation have also begun, such as the identification of children, staff, facilities, and evaluation procedures. However direct services to children are being offered under the new legislation only on a limited special project basis. At this writing litigation was in progress. What impact that litigation will have on programs and planning in Tennessee we dare not speculate.

Plans

Plans are underway to continue the implementation of early childhood programs for exceptional children. Activities have been planned and initiated in the following areas: (1) surveys of children, personnel, and facilities, (2) teacher training, (3) special grants to provide services, (4) provisions for local supervision, (5) evaluation and diagnostic services, (6) plans developed by the local education agency, and (7) cooperative undertakings which are being explored and developed for the provision of services.

The state has plans for the following three outcomes: (1) by 1974-75 handicapped children will be in regular kindergarten programs and resource personnel needed to make it a success will be provided; (2) by 1980 a pre-kindergarten program for severely handicapped children will be developed; and (3) by 1980 all teachers of grades K-3 will be required to develop expertise in programming for handicapped children in their classrooms.

Needs

Specified needs identified by the state include: (1) the clarification of existing legislation and evaluation of recent reorganization at the state level; (2) development of an information system to receive, classify, and redirect information; (3) development of evaluation procedures for all levels of service (e.g., state, regional, local programs), and the progress of children; (4) improvement of pre- and in-service training for teachers; (5) increase in funding; and (6) improvement of existing facilities planned to meet the needs of the handicapped.

Legislation and Current Programs

Legislation 16 VSA 2944-45 specifies that services can be provided for any child inhabitant of the state, under 21 years, whose educational needs cannot be adequately provided for through the usual facilities and services of public schools, school districts or state institutions because of physical or mental deviations. This legislation provides for a variety of programs, including early education, commissioner designated schools, and instruction for temporarily or permanently homebound or hospitalized, and provides grants for some programs. The State Department of Education is the implementing agency; however, the responsibility for the education of institutionalized children is not clear. Services to young, handicapped children have not been mandated by this legislation.

The state is in the second year of a ten year plan which is intended to provide comprehensive services for all handicapped children. There are a variety of programs currently offered: the state specified some 13 programs or projects serving more than 200 preschool children. This listing, we believe, was representative of the range of programs rather than a total listing of current programs.

Plans

Within the ten year plan for comprehensive education, the state specified the development of the following: (1) more definitive guidelines for measurable definitions of handicaps by November 1973; (2) guidelines for program planning, particularly the types of programs that would be appropriate for state funding by January 1974; and (3) a funding plan that is coordinated with program development by February 1974.

Needs

A special project completed in 1972 reported: (1) the number of Vermont children 0-6 (births 1966-1971 was 46,930); (2) the number of documented handicapped age 0-6 was 488; and (3) the number of handicapped age 0-6 served in full time programs was 171. The state assumes there are many more handicapped children and that there is a need to develop techniques to identify them.

Legislation and Current Programs

In 1972 the General Assembly of Virginia (Senate Bill 143, 22-9.1) mandated the Board of Education "jointly and in cooperation with each school division" to assume the responsibility for educating all handicapped children ages 2-21 residing in the state. This legislation provides coverage for all handicapped children except those who are deaf and hard of hearing; these children are covered by legislation passed in 1970.

In the 1972 legislation special education is defined as classroom, home, hospital, institutional, or other instruction designed to meet the needs of handicapped children. It is also the transportation, and corrective and supporting services required to help handicapped children take advantage of, or respond to, educational programs and opportunities. Programs under this legislation are to be implemented by the 1976-77 school year.

There is little information currently available at the state level on programs for young, handicapped children. However, it is known that the response to mandated legislation in 1970 increased early intervention programs for the deaf or hearing-impaired; some parent groups have established pre-school programs for the particular exceptionality they represent; three projects funded under the provisions of P.L. 91-230 Title VI-C, Early Education for Handicapped Children, have been operational; and at least one school division has lowered its entry age below that of age required for enrollment in kindergarten programs.

Plans

Virginia is developing a comprehensive state plan for the education of young handicapped children. This plan is intended to reflect the overall goals of the state concerning its young handicapped population: to provide a program of at least minimum service to every handicapped child below age 5, and to encourage the development of a comprehensive range of services to appropriately meet the needs of young, handicapped children. The state expects to have the plan completed and approved by the end of 1973. Assuming the completion and approval of the state plan, two major steps are planned: (1) to develop by August 1974 the program and to train the personnel in each school division to implement the program; and (2) to develop the mechanism for full implementation of services to young, handicapped children by September 1975.

Needs

The state indicates needs assessment activities in the following areas:

1. The State Department of Education is seeking information on the type and extent of handicaps among children ages 2 to 21.

2. The Development Disability Agency is collecting information on CP and MR children in terms of age, degree of handicap, and services provided.

3. The Mental Health and Mental Retardation agencies are collecting information on the population in State Schools in terms of the needs to be met for de-institutionalization.

4. The local school divisions are developing a five year plan which includes needs assessments of their districts.

Legislation and Current Programs

Legislation, Article 20, section 18-20-1 through section 18-20-5, provides for mandatory programs for school age (7-16) handicapped children. This legislation permits services to children ages 3-21. The handicapping conditions covered by this legislation are comprehensive, and the state superintendent has been given authority to identify and approve programs for children who might have been included by the legislation. The primary implementation agencies are the State Board of Education and the Division of Special Education. The Board of Education of each county is responsible for providing educational facilities, equipment, services, and for identifying and diagnosing handicapped children. The county Board of Education is required to submit to the State Superintendent an annual report on all special education activities.

A full range of programs are to be implemented for the school age population starting September 1, 1974. Information is available on the following preschool programs: (1) two homebound programs serve about fifty preschool handicapped children; and (2) there are services to an unknown number of preschool children with learning disabilities. The state has identified a number of other special education projects, but information is not available on the number of preschool handicapped children served by these projects.

Plans

The state presently uses the annual report from each county board of education as one source of data for planning. In addition, the following sources of data will soon be available for use in planning: (1) the Department of Welfare is making a survey of needs of early childhood age children; and (2) the Interagency Council for Child Development Services is engaging in program development and identification of handicapped children 0 to 6 years.

Needs

None specified.

Legislation and Current Programs

Legislation (Chapter 89, Laws of 1973) requires that educational programs are to be made available to all children between the ages of 3 and 21 years with exceptional educational needs. A child with exceptional educational needs is any child who has a mental, physical, emotional, or learning disability which, if the full potential of the child is to be attained, requires educational services to supplement or replace regular education. The law lists specific handicapping conditions and gives to the state superintendent the authority to determine other handicapping conditions.

This law also stipulates that the Department of Public Instruction is to be responsible for the supervision, coordination, and planning of special education, including the development of an annual exceptional educational needs plan. This needs plan is to be developed from the individual, local educational agency's needs plan which must be filed annually. The implementing agency for special education is the Division of Handicapped Children which will be working with three agencies at the local level: School Districts, Cooperative Educational Service Agency, and County Handicapped Children's Education Board.

The following types of special education programs are provided by the legislation: special physical or occupational therapy services, in-service training, special schools, sections within schools or other approved programs, home instruction, family counseling services to train members of the child's family, and summer or year-round programs. In addition, the law permits the programs to employ certified teachers, other certified professionals or para-professionals on a full or part-time basis.

Since the legislation is recent, 1973-74 is to be a planning year. Full implementation is expected by 1975; however, there have been implementation activities. Some programs, of the types previously listed, have been implemented, but not in all school districts. There are a number of pilot or model programs and projects within the state, with over 50 readily identified by the state. However, the extent to which these programs overlap with other efforts, and the number of children served by the efforts of local, state, and federal projects are not readily available.

Presently, two universities are involved in training teachers in the field of preschool handicapped. The University of Wisconsin--Milwaukee has a special grant for this purpose. The University of Wisconsin--Stout (Menomonie) has a special project each summer for training teachers of the mentally retarded in preschool activities. In addition, the University of Wisconsin--Whitewater is exploring the possibility of training teachers for preschool handicapped children.

Plans

The state is developing plans for full implementation of programs by 1975. It is assumed that much of this effort will be directed toward the clarification and coordination of plans developed at the local level. However, details of the planning efforts were not available.

Needs

The state has specified that there is a need for overall coordination and cooperation between agencies that deal with preschool children. The Advisory Committee to Early Childhood to the State Department of Public Instruction recently submitted a position paper which stressed the need for coordination. The following procedures were listed by the state to identify needs: (1) the annual school census which is reported to the Department of Public Instruction includes handicapping conditions of all children; (2) all congenital disabilities are listed by state law on birth certificates, and copies of these come to the Department of Public Instruction; and (3) each local education agency is required to file annually a needs assessment for its own community.

Legislation and Current Programs

Present legislation for the education of handicapped children covers ages 6 to 20 years. Handicapped children of kindergarten age residing in school districts which have kindergartens are also covered by the legislation. However, kindergarten programs are not mandatory in the state.

Since the education agency does not have either the authority or the responsibility for preschool education for handicapped children, most of the services to this group are provided by other agencies or by special projects. This situation makes it very difficult to determine how many young handicapped children are being served and what kind of services they are receiving. However, there is some information about available programs for preschool children with communication handicaps. Among the programs in the state which serve this group are: the University of Wyoming Communicative Disorder Program, the Laramie Pre-School Language Classroom, the Wyoming School for the Deaf, the Stride Learning Center in Cheyenne, and the University of Wyoming Speech and Hearing Clinic. In addition, there are approximately 300 preschool children served by Mental Health/Mental Retardation Services. These services plus services provided by Day Care centers reflect the extent of present information concerning services to young, handicapped children.

Plans

In order to identify gaps and weaknesses in existing services, the state has completed a survey of resources for school-age handicapped children. Plans are to continue present needs assessment activities in greater detail, including identification of young, handicapped children and resources for providing services to that group. The state plans to draft legislation to fully accommodate young, handicapped children.

Needs

The primary and most urgent need is for legislation to provide services to young, handicapped children.